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Problems of Service to Non-Resident Unmarried Mothers*

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IN TIMES when global war, world economy and planning for peace are paramount, it may seem paradoxical to turn to the question of the area of responsibility for service to the non-resident unmarried mother. Those who have served the needs of individual human beings have been, for centuries, faced with questions which have arisen because of limitations of legal settlement laws. The main purpose of these laws has been the determination of eligibility for service on the basis of the length of time the person has lived in a particular area. Frequently the time and attention of the worker have been so focused upon the meeting of legal requirements that the needs of the individual have been neglected.

We who serve non-resident unmarried mothers today realize that our problem of financial assistance and service for them is but one small sector of the great problem of care for non-residents over the country. The federal government recognized the financial needs of this group in 1933 and designated a special fund to be used for the transient and homeless which included the non-resident unmarried mother. The changing of the Federal Emergency Relief Administration to a Federal program based on work relief unfortunately emphasized assistance to the resident in the place of his legal settlement rather than in the place in which

he found himself. Thus no provision was made for financial aid to the unemployable non-resident which includes the unmarried mother.

An attempt is made in this paper to focus on the problems of the unmarried mother which present themselves from the fact of her non-residence. In doing this, it is recognized that her non-residence may or may not be resultant of her pregnancy.

To offer intelligent service to the non-resident, unmarried mother, the worker should determine early in her relationship with the girl what value or meaning the factor of non-residence has for her. The skill of the worker has much to do with her success in wise planning during this exploratory period.

From the standpoint of time and place of conception there are two groups of non-resident unmarried mothers — (1) those who have become pregnant while living in a community which is

not their place of legal settlement, and (2) those who have left the place of their legal settlement after discovering their pregnancy. For the women who have become pregnant in the community where they intend to continue their residence, the factor of non-residence has a different meaning and presents problems differing from those confronting the other group. For those who have left the place of their legal settlement after discovering their pregnancy the worker needs to be aware of the fact that in their need to escape they may have had no realization of their ineligibility for service in the new community, especially if they are without funds to meet the cost of care. Wise planning should take into consideration

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* The findings of a survey of practice among 94 agencies working with non-resident unmarried mothers, which served as a basis for this paper and which gives some detailed statistical material, is available in mimeograph form, for 10 cents.

† Presented at the Regional Meetings of the National Conference of Social Work in New York and St. Louis, 1943.

both the legal complications and the human values in each case. Very early in the contact, the exact time, of course, depending on the case-work problems in each situation, the factors involved in the girl's returning to the state of her legal residence should be balanced against the desirability of her remaining in a state where neither she nor her baby would be eligible for public relief. If the girl's reason for leaving her own community is for secrecy at all costs, she may be willing to return to the state of her legal residence if she can be assured that such action on her part will not necessitate her returning to the specific locality in which she had lived and that the public officials in her community will not be informed about her situation or asked to meet the cost of her care.

There is no way of estimating the number of non-resident unmarried mothers who do not come to the attention of social agencies but we suspect they constitute a large group. Whether or not they have funds, there are persons in the community who, in order to secure babies for adoption, will offer the mother a service which will meet her immediate need of secrecy and a quick disposition of the child. We know that such assistance varies from pampering to exploiting the girl and that the focus of the other person's interest is the baby. The girl's needs in the total situation are lost sight of. If social agencies think it important to try to reach and serve this group, then there needs to be some rethinking of policies and procedures which at the present time are frequently forcing these unmarried mothers into the hands of persons whose prime motive is to serve their own interests rather than the mothers'.

It is common knowledge to social workers that the financial status of the non-resident unmarried mother makes a great difference in the services which are available to her through social agencies. If she can meet the expense of medical, hospital and living care for herself and her child, she is not immediately faced with the problems that arise out of the need to establish eligibility for public relief, a factor which is a serious problem for agencies handling cases of the financially dependent non-resident mother. We all know the problems involved in obtaining free hospital, medical and boarding care for the unmarried mother who has no resources. A large part of agencies' caution in accepting the non-resident unmarried mother for more than a limited study period is inherent in their fears of the probable dependency of the mother, child, or both. The girl who wants to keep her child and to remain in her adopted community may prove to be unemployable or unable to earn enough to support herself and child. There may be

the possibility of her deserting the child, leaving him a public charge in a community where he is ineligible for public care. Even when adoption has been the consistent plan of a mother who can pay for the child's care during the study period, the child may prove to be unadoptable. There are then only two unsatisfactory alternatives—to return the baby to his mother or to the mother's place of legal residence as a public charge.

It is never possible to enumerate all of the reasons for any particular problem, but it seemed advisable to attempt to set down some of the basic reasons for the existence of the problem of non-residence in connection with the unmarried mother. This is done with full recognition of the fact that frequently there is not one cause but a combination of several factors which operate in producing the problem. Some of the most frequently found causes are:

1. The mother's need to escape.
2. The mother's plan for her child.
3. Limited facilities for care in her own community.
4. The mother's lack of knowledge of facilities in her own community.
5. A knowledge of facilities in the new community.
6. The existence of sympathetic ties in the new community.

Need to escape is one of the most common causes of girls leaving their communities to go into other localities regardless of state or county line. Because the girl cannot face her situation and is fearful of community pressure and the attitudes of people around her, her first thought may be to hide from those with whom she is best acquainted. Seized by panic and with no definite plan in mind, she leaves her usual place of residence with a vague hope of keeping her identity hidden and escaping from her conflicts and feelings. There is a feeling of failure to live up to the accepted social standards in the community, and she feels pressure to get away from her usual surroundings.

Many girls and women escape because of actual repudiation by their family, fear of their disfavor, or a desire to protect their reputations.

In the same sense, the married woman, who is expecting a child of an extra-marital relationship, frequently leaves in an attempt to protect her other children from stigma and to shield herself from condemnation lest they be taken from her. The same factor operates in relation to the alleged father. The woman, in her anxiety upon discovering her pregnancy, may try to get as far away as possible from him without revealing her condition to him. In other cases, the girl's leaving may be prompted by her disappointment in the man when he fails to offer her what she desires. In still other situations, she may

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leave in order to protect his reputation in the community.

Whether her need is to get away from facing her problems, from her closest associates or for their protection, the need to escape is paramount to her and should be recognized by the worker as an important factor in social planning.

The mother's plan for her child may be responsible for her leaving her own community. If she plans to give up the baby and return to her former environment, she is usually very anxious to have as much secrecy as possible surrounding her pregnancy. If she plans to keep her baby, she may consider that the only possible way to do this is to go into a new community for delivery and to establish herself with her child. In other instances, the girl may feel that she cannot endure pregnancy in her own community but she may plan to return later with her baby, either under some pretense of having been married or with open acknowledgment of her actual status.

Limited facilities in certain communities for meeting the many needs which arise in unmarried parenthood situations are another basic reason for unmarried mothers leaving their own homes. This is especially true in those small communities and rural areas where there are few, if any, resources such as case work services, foster homes, maternity homes, hospitals, etc.

The unmarried mother's lack of knowledge of her own community may be responsible for her going elsewhere for service. She may be fearful of making inquiries about resources in her community lest her pregnancy be suspected or become known. A consistent program of interpretation of social services should be carried on in communities with special emphasis on confidential handling of situations of unmarried parenthood, if pregnant women are to be expected to use local resources.

An example of people's need for this type of interpretation is shown by the response to the article entitled "My Parents Mustn't Know," which appeared under the auspices of the Church Mission of Help in the May, 1942 issue of the *Good Housekeeping Magazine*. The replies from this article were summarized by Miss Edith F. Balmford, Executive Secretary of the National Council of Church Mission of Help in the October, 1942 issue of the *Child Welfare League of America BULLETIN*. The 600 responses which the member agencies had received at that time came from all over the United States and a few from Canada; 200 were from expectant mothers, many of whom expressed the urgent need for service outside of their own communities.

Knowledge of facilities in other communities accounts for the migration of some women to those areas. The motivation may rest with the woman herself or may have been instigated by "well-meaning" friends or relatives.

In contrast to the group of unmarried mothers who go into strange communities to lose their identities, is another group whose flight represents an attempt to seek out sympathetic persons whom they have previously known. Friends, relatives, former pastors, physicians, and employers, casual acquaintances, "some one who was kind"—these persons represent to the girls individuals to whom they can cling in their anxiety.

In the above discussion, we have attempted to point up, not all the reasons for the problem of non-residence in relation to unmarried mothers, but rather some of the most common ones. In some cases, the reason for the girl's whereabouts is due to one factor; in other cases, the reasons may be multiple. The following examples illustrate some of these situations.

The case of Mary, age twenty-one, unmarried, five months pregnant, indicates the readiness with which she sought out her former employer friend for help with her problem of pregnancy. When she was brought to an agency by her employer, Mary said, "I was scared—I knew my dad would want to kill the fellow and my mother would want the baby. I didn't know what to do—then I thought of Mrs. Jones. She was swell to me when I used to work for her. So I told my family Mrs. Jones wanted me to go to work for her again. They let me go (Mrs. Jones lived 300 miles from her home) because they always liked Mrs. Jones." Before coming to the agency which actually offered service to Mary, Mrs. Jones had taken the girl to the agency of her religious affiliation. The representative of the agency told Mary, who had planned to give the baby in adoption, that it would be necessary to send her child back to the parish of her legal settlement. This regulation made it impossible for Mary to accept the service of her own religious group, which could have been of great value to her because of her devotion to her church.

Roberta, a twenty-one-year-old unmarried school teacher, left her home, and the state of legal residence, to protect her career and to keep the knowledge of her pregnancy from her family. A physician whom she consulted in the second state referred her to a minister of her denomination, who in turn, corresponded with a fellow minister in still a third state. This minister discussed the situation with a social worker who suggested correspondence with a specialized agency, offering referral service, within the third state. Roberta, who was very eager for service, followed the suggestion and corresponded with the suggested agency. The worker in that agency, believing that Roberta should be given service in the place where she was living at the time, referred her to an agency in that community. The girl was at first hesitant to accept service in the second state because of the legal complications regarding adoption and the maternity home regulations involving the nursing of her child. However, she did make application for care in that state after being encouraged to do so by the worker of the specialized agency. It is obvious that various persons in professional positions who should have been informed were sadly lacking in knowledge of the existing facilities for serving the needs of this girl and the complications arising from settlement laws. It is unfortunate that the first person to whom she turned could not direct her to the agency to which she finally applied.

If effort is made during the exploratory period to help a pregnant woman see the desirability of returning to her state of legal residence, she is often willing

to do so provided it does not mean revealing her condition in her local community. Workers who have attempted to arrange such plans are aware of the difficulties that arise. The process is slow and the procedures are frequently cumbersome and unclear. This is especially true in the cases of financially dependent women.

In most states, return can be authorized only by the county of the woman's legal settlement, which action necessitates an investigation by public authorities in her own community to prove her residence. Because of the nature of her problem, the girl is rarely willing to accept this plan.

Joan, age twenty-four, six months pregnant, was referred to an agency for the purpose of working out plans for herself and her expected child whom she hoped to place in adoption. Joan, a non-resident of the state, had no funds. She did not want her condition revealed in her community. She was willing to return to the state of her legal settlement but not to the county of settlement. Attempts were made both with a state-wide private agency and with the State Department of Public Welfare to arrange for the girl's return in a manner that would respect her need for secrecy. It was not possible to offer care for the girl in the state of her legal settlement without actual verification of her legal residence by public authorities in her local community. No assurance could be given that this investigation would be handled in a confidential manner. Furthermore there was the possibility of her name being posted in a public place as a recipient of relief. The girl refused to return under these circumstances and the social agency felt it was unwise for her to do so. As a result, the mother was given care as a non-resident.

It is sometimes possible to refer a girl back to her own state under the care of a private agency. The case of Jane is a good example of rapid referral and immediate acceptance.

Jane, a homesick girl, age twenty-two, non-resident of the state, was sent by a physician to a specialized agency for unmarried mothers. She expected delivery in two-and-one-half months. Her greatest desire was that her condition not be revealed to her family. She was delighted at the prospect of returning to the state of her legal residence provided this action would not necessitate bringing her parents into the picture. Through expeditious handling, the worker referred the case to a private agency within the girl's own state, but not in her local community. Within seventeen days after her first contact with the specialized agency, Jane was established in a maternity home under the care of the second agency.

Granting that services are needed by non-resident unmarried mothers, let us apply some of our case work philosophy in forming a framework for determining the best methods of dealing with the factor of non-residence. In case work, we talk of the necessity of accepting people on the basis of their needs. In our relationship with the non-resident unmarried mother whose greatest need at the moment may be to escape, service requiring financial assistance should be considered on the basis of her need rather than in terms of the place of her legal settlement. Believing as we do that any positive ties should be utilized for

the girl's protection, workers should build on any sympathetic relationship to which the mother clings.

For the girl who looks upon her experience of unmarried parenthood as an interlude to be terminated by giving her baby in adoption and returning to her former place of residence, there are many complications in offering a real service. If pregnancy is only one evidence of her total conflict rather than the cause of her difficulty, there is little question about her need for help in adjustment when she returns home. However, case work service should be offered where the girl makes application with a view of referral to another agency if possible when she is ready to return to her own community.

In situations in which delivery is imminent and there has been no prenatal care, immediate service should be available. It is questionable whether any change of residence should be considered when the unmarried mother is in her eighth month of pregnancy unless the distance is short and there is a physician's approval.

The question of long-time support of mother and child and that of termination of rights when the child is to be given in adoption are fraught with many legal complications which must be considered early in case work planning. Unfortunately, private agencies can take only a limited number of such cases for care by assuming financial responsibility for them. If social agencies expect to serve unmarried mothers adequately, they must be able to accept the case where the girl requests help—accept her for whatever plans seem best in her situation. This will mean an exploratory period which may result either in brief service with referral or in continued service. Otherwise the mother may seek out questionable resources which operate regardless of her financial and cultural status and which make it very easy for her to receive the care she is requesting. Baby farms, sales of babies, hasty decisions to give babies in adoption, adoptive placements made without social studies—we need only to mention these to recall to the mind of each of us some of the real reasons for the necessity of offering at least an exploratory service within which the girl would have an opportunity to think through her problem.

Some communities have attempted to meet this problem through community planning. Private agencies which have always covered those needs unmet by public relief may serve the woman who does not have a legal right to the service of a public agency. This is after all a temporary expedient because the intake of private agencies must necessarily

(Continued on page 16)

In-Service Training for Workers in Child Care Centers

BERNICE ORCHARD

Executive Secretary, State Committee on the Care of Children in Wartime, Indianapolis, Indiana

THE Indiana Committee for the Care of Children in Wartime was appointed by the Governor in October, 1942. It is a committee of the State Defense Council and has representatives from all interested state organizations and agencies. The first problem that the committee tackled was that of providing care for the children of working mothers.

In order to determine what progress had been made, a survey of the number of child care centers, including nursery schools run by the public schools, school centers for school age children, and day nurseries, was made in August, 1943. At that time 65 centers were in operation caring for 2,456 children. The first applications for Lanham funds for child care services had been approved in May, 1943, and the first nursery schools and centers for school age children were opened in June. Seventeen new day nurseries have been established in addition to 12 that were operating prior to the war.

When the new centers were looking for staff it became evident that people trained in child development and nursery education were practically nonexistent in the state, although a number of people with two years of college or Bachelor's degrees and teaching experience were interested in working in the centers. For that reason the State Committee appointed a sub-committee on recruitment and training in June. Since the centers were having to open with untrained workers who could not be released to go elsewhere for a period of training if the centers were to operate, it seemed to the sub-committee that the most immediate need was to provide in-service training which would be given in the cities where the centers were, so that the staffs could carry on their regular work at the same time that they were receiving the training. Purdue University, Indiana University, the State Board of Health and the State Department of Public Welfare very generously agreed to pay the expenses of certain people from their staffs, who were to assist with the course.

It was the original plan that two in-service training courses would be given; one for people working with children from 2 to 6 years old and one for people work-

ing with school age children. The course for people working with children from 2 to 6 years old has been given in Evansville and Indianapolis. When school started the attendance at many of the centers for school age children decreased and some of the centers were discontinued. Part of those that closed have reopened as the need for them arose, but so far the in-service training course for people working with school age children has not been given.

The course for workers with pre-school children has been divided into six major topics: 1. daily routines, 2. free time activities, 3. child development, 4. physical care, 5. records, and 6. parent-teacher relationships. Daily routines include the daily schedule, toileting, dressing, eating and sleeping. The ways of handling routines that experienced nursery school teachers have found most satisfactory in providing learning experiences for the children and accomplishing the necessary activities as smoothly as possible are brought out. While most of the program should be very flexible the children gain security through knowing what is expected of them when toilet time, lunch-time and nap time arrive; they gain independence through doing as much as they can for themselves.

Free time activities include vigorous and manipulative play, play materials, painting, drawing, woodwork, the use of clay, stories, books, pictures, nature interests, excursions, the value of music and dramatic play. The educational and social values of the different play activities and the equipment and materials that are most practical are discussed. Many helpful suggestions are made about simple everyday things that children enjoy. It is emphasized that the teachers should not direct the children's play although they should be constantly alert to what is going on and may bring about purposeful play by words of encouragement or may turn destructive impulses into constructive activities by well-timed suggestions. These two parts of the program are given by the head teachers in the Purdue and Indiana University nursery schools and an assistant professor of elementary education from Indiana University.

Child development is given by two psychologists from Indiana and Purdue Universities, both of whom have had experience in nursery schools and have trained nursery school teachers and psychiatrists from the State Department of Public Welfare. Physical, social, and emotional development and how learning occurs are part of this topic. As a matter of fact, the levels of child development are brought in repeatedly in discussing the daily routines and play activities because these topics are closely interwoven. The rate of physical development of the average child is traced to show what children of different ages may be expected to do in dressing themselves, feeding themselves, taking responsibility for going to the toilet, etc. The growth of language is discussed. Social development is handled by pointing out the different uses that 2, 3, 4 and 5-year-old children make of play materials, the way in which they play with other children in the group and the types of experiences that contribute to their social development. The effects of expecting too little or too much of children of different ages are stressed. The psychiatrist brings out that emotional development, instead of being dependent upon chronological age as physical and social development usually are, is influenced by many complicated and intangible factors in a child's relationship to his parents and his family group from earliest babyhood. The psychiatrist also discusses the causes and treatment of problems such as temper tantrums, masturbation, and enuresis. The importance of a positive instead of a negative approach is brought out in showing how learning occurs.

The topics under physical care are standards for the plant, which is discussed by one of the head teachers from the university nursery schools, health care, by a doctor from the State Board of Health, and nutrition, by a nutritionist from the State Board of Health. The doctor has been particularly interested in working out plans for giving the best possible health care to the children in centers in spite of the acute shortage of doctors and registered nurses. He gives specific instructions to the teachers in making the daily inspection and keeping weight and height charts. In Indianapolis where the head teacher prepares the menus in some of the centers, the nutritionist gave definite help in the choice of foods and menu planning. In Evansville where the menus for all the nursery schools are planned by the school dietitian, she discussed more general aspects of feeding small children.

The records essential for wise teaching and a job analysis of nursery school teaching are discussed by one of the psychologists who has been closely associated with nursery schools. She points out that in order to trace the child's development, day by day records must be kept by the teachers and reviewed frequently to make sure that progress is being shown. Consideration is given to the teacher herself, how her emotional maturity, her attitude towards her work and the tensions that are inherent in the job may affect her performance.

In parent-teacher cooperation, the help that the teachers need from parents, the ways in which the teachers can assist parents and their mutual responsibility in furthering the development of the child are brought out. The teachers are cautioned not to assume a critical or authoritative manner with parents because of the threat to parents that sharing responsibility for their children may be. The subject of teachers making home calls is discussed. It seems that more study needs to be given to the advisability of taking over this function as it has been carried out by trained nursery school teachers in nursery schools which have operated only part of the day or modifying it for relatively untrained teachers who devote eight hours a day to work in the emergency centers. The teachers seem inclined to feel, and realistically, no doubt, that this is more than they can take on and that it would be an added burden on working mothers. The relationship of case-workers to the centers is touched on very little in the course, partly because the time for the course is so short that it seemed it should be devoted to the actual work of the teachers in the centers, and partly because the social service aspects of the program have been developed very little in most places where centers have been started, although a few day nurseries have their own case workers. This part of the program needs considerably more emphasis.

The course was given in Evansville five nights a week for two weeks in October. This arrangement of time was requested by the Evansville group and was carried out, though it was questioned by the Committee, which felt that giving it in such concentrated form would be very hard on the teachers. They agreed when it was over that it had been. About 25 people attended the classes regularly. In addition to the teachers in the four nursery schools sponsored by the public schools and one day nursery worker, there were a few people interested in obtaining employment in the nursery schools and some

mothers who wished to increase their understanding of their own children. The participants were asked to write a frank evaluation of the course after it was over. They felt that it had given them an increased understanding of little children, added appreciation of the work they were doing, and help with many specific problems about which they had been puzzled.

In Indianapolis about 50 people enrolled in the course, including the teachers in the eight centers for pre-school children sponsored by the Indianapolis Emergency Day Care Services, representatives from the five day nurseries, two staff people from a large boarding home for day care, a few people interested in working in centers and one boarding mother who cares for children full time for a private children's agency. The meetings were held three evenings a week for four weeks, making two more meetings than there were in Evansville. The course was started on November 29, continued for two weeks and then was stopped until after the holidays when it was completed. The necessity for this interval was probably a lucky happenstance because the teachers were getting pretty tired after two weeks and returned with renewed enthusiasm after the holidays.

The Committee knows full well that trained nursery school teachers are not produced by ten or twelve two-hour sessions, but there are indications from the work done by the teachers after taking the course that they gain something from it. They pick up certain specific play techniques or changes in schedule that appeal to them particularly and put them into practice. These things can be seen by the supervisors. In addition to the specific things it is hoped that they have gained an idea of the importance of really understanding little children and the need for continuous study and thought in order to have a program with positive emphasis that helps children grow and develop physically, socially, and emotionally.

More time for discussion during the course would be valuable. In Evansville questions were asked and discussion ensued on some evenings while on others there was lecture throughout. In Indianapolis it was planned that the last 30 to 45 minutes would be left for discussion. Members of the group always had questions to ask and problems of their own to bring up during this period but a few sessions devoted entirely to discussion would be desirable. In Indianapolis some other changes were made on the basis of the experience in Evansville. We now see other points that we think should be improved upon, which will probably happen each time the course is given.

Additional requests for in-service training have been received from Ft. Wayne and Anderson. Since each city has a small number of centers at present there is some question whether it will be possible to give the course as it has been given in Evansville and Indianapolis. However, the committee feels that it is very important to give help where it is requested and will work out some kind of in-service training though it may be more informal than the present course. In Anderson, where there is only one center, although a Lanham application for funds for others is contemplated, we may plan for the head teachers of the university nursery schools to go in once a week for six or eight weeks, spend the day in the nursery observing and helping with the children, then, in the evening discuss various aspects of the program with the teachers.

One of the most gratifying aspects of the in-service training program is the eagerness of the workers for help. Possibly this is because they have not been working at the job long enough to build up the defensiveness about the way they are doing it that one often finds with untrained workers. However, the same eagerness was manifest by the workers at the two long-established day nurseries in Indianapolis. Several of the people giving the course spent time during the day visiting the centers. The staffs of the different centers vied with one another in inviting them to come and had many questions to ask when they arrived. In Evansville, at the request of the Child Care Director and the head teacher in one nursery school, a new plan for serving lunch and getting the children ready for their naps was worked out and put into practice by the head teacher and one of the course instructors.

The Sub-committee on Recruitment and Training is now planning longer training courses to be given in the State Colleges and Universities. It is hoped that a three-month course for nursery school teachers will be started soon at Purdue and Indiana Universities. The nursery schools at the universities will be used for observation and practice teaching. The State teachers colleges and other colleges that train elementary school teachers will probably be asked to give short courses for people who are interested in working in centers for school age children. The Committee hopes in this way to build up a group of trained teachers who will be available as new centers open and for replacements as needed in centers already operating.

BULLETIN

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Henrietta L. Gordon, *Editor*

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An Effective Adaptation of Service

THEY are 28 boys and girls who will never forget the year 1943, the year in which they were put to bed with infantile paralysis. Nor will they forget the Children's Center to which they were moved from the hospitals of New Haven for several months of treatment and convalescent care. They were a cheerful lot, most of them waving their hands and wiggling their legs under the blankets as if they had never met the crippling germ. To see them and the women caring for them was a privilege which all our readers would have enjoyed sharing with me.

Probably no other agency within the membership of the Child Welfare League of America will be called upon to meet a similar emergency, so it is not this dramatic situation to which I would call your attention so much as the ability of our member agency to adapt quickly and efficiently to a need which gave only brief warning of its approach. Twenty years ago this was the New Haven Orphan Asylum, operating in its large and obsolete congregate building. It is hard to imagine that institution, or two-thirds of the children's institutions now operating in the United States, ready to utilize policies, plant, equipment, board and staff for such an emergency purpose and still fulfill their traditional and major functions. The name Children's Center takes on a new meaning for the visitor who talks to these children in New Haven and to the workers, who together are cheating poliomyelitis of its accustomed share of cripples.

It is significant that a registered nurse, three years on the staff of the Children's Center, was ready and competent to supervise the 20 or more nurses and trained attendants (licensed) who care for these children and for others for whom the Center regularly maintains a small nursing staff. These consist of several with cardiac conditions, a few convalescents and a small group of infants. Physicians have confidence in the Center because in its regular work it has developed a reputation for skill and thorough-

ness. There is sufficient medical staff especially responsible for those being treated for infantile paralysis.

Adaptations less spectacular than this have been made by other child care agencies during the wartime emergency. Further adaptations will be called for in the year 1944 if America is to help her children overcome handicaps, be these the handicaps of dependency or neglect or handicaps resulting from emotional disturbance or illness.

—HOWARD W. HOPKIRK

Coming Conferences

THE Ohio Valley Regional Conference will be held February 22 to 24 in Toledo at the Hotel Commodore Perry. To facilitate travel the conference is being held in the middle of the week, convening at an evening session on Tuesday the 22d.

The conference has been planned by representatives of League agencies in Michigan, Ohio, Indiana, Kentucky, West Virginia and Western Pennsylvania, the area from which attendance will be expected. Any from other states who wish to attend will be welcome. Mr. Wendell F. Johnson, Director, The Child and Family Agency of Toledo, is Chairman of the Conference.

The New England Regional Conference will be held April 26 and 27 in Greenfield, Massachusetts, at the Hotel Weldon. Mr. Byron T. Hacker, Executive Director, The Children's Center, New Haven, Connecticut, is Chairman of the Conference.

The National Conference of Social Work is scheduled for Cleveland, Ohio, May 21-27. Mrs. Marguerite M. Gauchat, Executive Secretary, The Children's Bureau of the Family Service Society of Canton, Ohio, is Chairman of the committee planning the League's meetings to be held at Cleveland. The League's Headquarters will be at the Hotel Statler.

ATKINSON MEMORIAL

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FOR

MARY IRENE ATKINSON

WILL BE HELD

SATURDAY, FEBRUARY 5, 1944, AT 4 O'CLOCK
ROOM B, DEPARTMENTAL AUDITORIUM
CONSTITUTION AVENUE, WASHINGTON, D. C.

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The Interpreter's Column

Every month, the National Publicity Council for Health and Welfare Services, 130 East 22d Street, New York, N. Y., discusses the contents of the BULLETIN from the standpoint of its possibilities for community education.

At the risk of sounding like Westbrook Pegler, I am moved, after reading the manuscripts for this issue of the BULLETIN, to sound off again on a perennial complaint. When is the time going to come in which, rather than merely writing and talking about the need for better interpretation for social agencies, we do something about it, concertedly and consciously?

The author of "Maintaining Standards of Service" is certainly right when she refers to social work as a service that "finds it has inadequately interpreted and publicized the significant part it is playing and will continue to play in furthering the goals of our democracy." We will all admit that that is true. If we admit that that is true, then let us *today*, along with the thought and energy and money that we are putting into improving our standards of service, give some thought and energy—and, yes, some money—to improving our standards of interpretation. Do you have someone on your staff who is given specific responsibility for the interpretation job? Is there a generous item in the budget for him to work with? If no one on your staff is versed in the skills of interpretation, have you taken any steps to develop those skills in the staff? Is interpretation, like other services, given a fair share of the discussion in staff and board meetings? Have you discussed this matter with the other agencies in your community as you discuss your other services with them? Until we can begin to answer those questions affirmatively, there is no longer any use in giving lip service to the popular and uncontested statement that "we need better interpretation."

For years, many social workers have regarded publicity as a gadget. Now is the time to begin to regard publicity as a *service to the community*. Miss Fend and Miss Miller, in their article, "Problems of Service to Non-Resident Unmarried Mothers," list as a number one solution, along with increasing services, "widespread community interpretation which would include publicizing services available to unmarried mothers by the existing social agencies." Earlier in their article they point out that too often the unmarried mother *does not know about services available in her community*. An agency which builds up services and then fails to make them known to the

people who need them is performing only a part of a service.

Speaking of service through publicity, which we in the Publicity Council like to call "public education," there is a little phrase tucked away in Miss Orchard's article, "In-Service Training for Workers in Child Care Centers," which says that along with prospective workers who attended a day care class in Evansville, were several mothers who "wished to increase their understanding of their own children." There is a little germ of a big idea in that statement. Undoubtedly the classes in Evansville, which were given for the non-professional, abounded in good, solid teaching materials for parents. How too bad that only the prospective workers and several mothers of the community heard all that valuable material! Even with the shrinkage of newspaper space, it is sometimes possible, with careful planning and interpretation to the editor, to develop a regular report of the classes in which the class material, popularly presented, finds its way to *all* parents and not only to those brave few with the temerity—and the time—to attend classes. If the newspaper coverage simply isn't possible, then mimeographed digests of the material would serve, to be given away to clients of children's agencies, to the prospective users of the day care centers, and to others in the community who would hear about the material through any number of possible channels of publicity.

It occurs to one, too, that a tie-up with the local library (with attendant publicity in which the prestige of the library is an added advantage) might result in an exhibit of books for parents of young children, and one might even go so far as to ponder on the possibilities of having someone from one of the children's agencies on hand at certain (and advertised) hours to answer parent's questions about books to read.

These few hit-or-miss projects in connection with a class on child care are mentioned only to illustrate a larger point: that we must squeeze every bit of educational good out of everything we do. When we have classes, meetings, bulletins, even unusually interesting and helpful casework interviews, let us ask ourselves immediately, "How can we get this useful material out to a wider audience?"

—SALLIE E. BRIGHT

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Three Aspects of the Role of the Worker In Homefinding

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IT IS difficult, if not impossible, to discuss the role of the worker in the homefinding process without considering the role of the foster-parent too. In this paper, however, emphasis will be put upon the part played by the worker, and the foster-parent's role will be treated in a subordinate manner. In so doing, it is not my intention to suggest that one role is more important than the other. In fact, this paper should demonstrate that both are interdependent and that a true homefinding process can only take place when both roles are clearly and unmistakably differentiated.

For purposes of analysis, however, it seems appropriate to place emphasis upon the role of one party in this mutual process rather than the other. This is especially warranted, it seems to me, at a time when every placement agency faces a shortage of homes. For if one believes, as I do, that the number of usable homes developed in the homefinding process is directly related to the skill of the worker, then an analysis of what such skill consists of has perhaps never been needed more than at present.

We shall treat three aspects of the role of the worker in this paper, the importance of a positive orientation on the part of the worker, the worker's explanatory role, and the investigatory role.

The Worker's Positive Orientation

Foremost among the skills of the homefinder, I believe, is the ability to present foster-parenthood positively. This may seem to be relatively easy to attain, but its actual accomplishment is not a simple matter. For to present foster-parenthood positively, one must have an appreciation of it disciplined enough to keep a worker conscious of its negative aspects, but also sufficiently developed to permit genuine exchange of feeling with regard to its gratifying and creative aspects.

Perhaps nothing is more indicative of the unskillful homefinder than his manifest fear of homefinding. This often expresses itself in the form of a presentation of obstacles, problematical situations, and whatever might be negative in a continuing relationship with the agency. The skillful homefinder, in contrast, derives sufficient satisfaction himself from the prospect of developing a potential home into an actual one, so that he can see and help to develop that positive parental interest in applicants which brings them to the agency.

This, of course, does not imply a blind and undifferentiating acceptance of any and every expression of interest in foster-parenthood. It does imply, however, that the homefinder will be prepared to see what is positive, strong and of potential value in helping children, in those individuals who want to consider becoming foster-parents. It also presupposes sufficient understanding of personality so that the worker can recognize whatever is negative, weak and perhaps unable to withstand those aspects of foster-parenthood which are difficult to endure. There is no reason, however, why the negative should play a more prominent part in the outlook of the homefinder than the positive.

On the other hand, I believe there is good reason why the applicant's enthusiasm about becoming a foster-parent should be accepted and encouraged. There is always sufficient ambivalence in an undertaking so significant as the taking of children into one's home, that a good deal of "not-wanting" which naturally accompanies even the strongest desire for foster-parenthood, will find expression. Such negative should be recognized. But creative interest, particularly when it is attached to something as realistic as foster-parenthood, does not thrive on discouragement. Sometimes it is strong enough to sustain itself in spite of any negative force with which it may meet. If a test of its strength is needed, there is always enough negative in a relationship with an agency to test this. Acceptance and corroboration of the positive, however, not only counterbalance the negative, but may indeed bring forth the fullest possible expression and development of the creative side of the personality. If creative foster-parenthood is what we seek, and I believe it should be, the homefinder then will do whatever he can to develop and encourage this type of interest when he meets with it.

The skillful homefinder, I should therefore like to repeat, should be positive in his outlook. He should be positive in his feeling for foster-parents and foster-parenthood. He should be positive in his statement of need and desire on the part of the agency for additional foster-parents, and positive in seeing and exploiting to the fullest possible extent whatever creative tendency there may be in the person who wishes to express this side of himself through an interest in children. The homefinder who has this type of posi-

tive orientation will reflect it, I believe, in nearly everything that he says or does with the prospective foster-parent.

The Worker's Explanatory Role

The second characteristic which distinguishes the role of the worker in the homefinding process is a type of activity on the part of the homefinder which I think has been insufficiently understood, namely, the worker's explanatory role. Explanation in social case work has long been subject to suspicion, and perhaps rightly so. For mere intellectual explanation has little value for anyone. This does not mean, however, that the homefinder should do no explaining. Rather, if he is conscious of what his explanations mean to a person who receives them into a context entirely different from that in which they originated—if he is conscious, in other words, of the difference between the prospective foster-parent and himself, a difference brought to the fore by the very fact that he is explaining something to one who as yet probably does not know it—he will then closely observe what follows from the feeling of difference which has been evoked in this manner.

Obviously, to explain at all, the worker must feel a difference between what he knows of placement and what the prospective foster-parent knows, since otherwise he would not bother to explain. By the very fact of explaining, the worker accentuates what difference the client may be feeling on other grounds, such as his different educational background, or his manner of speaking or dressing, or his feeling that the worker who sometimes obviously is not a parent, perhaps does not understand his own feelings for children.

There are various reactions to this accentuated feeling of difference. Some persons attempt to overcome it by denying that any difference exists between themselves and the worker. Some suggest that whatever the worker is explaining does not matter much. An applicant may say, for example, that he thought about the matter of parents' visits to their children in his home and he does not care at all—or that not using one's own doctor certainly does not trouble him, etc. This may actually be so, but it also can be a means of evading any experience with difference between one's self and the other person.

Applicants who can take difference generally will manifest this in relation to various simple explanations given by the worker. Such applicants are not offended by the fact that the worker considers it necessary to explain something about the way the agency functions. Often they will welcome this.

Sometimes they will want a little time to think over a matter brought to their attention by the worker, or they will think it through along with the worker. They will be much more frank about what they do not like or what they do not want.

The applicant cannot know beforehand how the agency works except perhaps by hearsay. The worker who does have first-hand knowledge explains what the agency does and how it does this. Such explanation will have most value when it is put in immediate terms, that is, in terms of what the client is experiencing in the application and home study process rather than in terms of what he might experience at some future date. All too often explanations in homefinding have been of this latter character. The client is told that foster-children are problems, that he may have to put up with such and such a symptom, etc. Such explanation avails neither the applicant nor the worker of very much. On the other hand, when the worker's explanatory activities are confined to the present, or the immediate future, they can be much more meaningful to the client and serve a much more dynamic purpose for the worker.

Thus in the beginning the worker's explanations should be concerned with such immediate matters as available time, persons to be seen, the time and place when they may be seen, signatures on the application form, and a few general matters such as payment by the agency, Board of Health requirements, references, etc. Later the worker's explanations will be more concerned with matters on which responsibility must be shared by foster-parent and agency, and other questions relevant to the stage of the homefinding process which has been reached.

Most of the relevant matters for explanation in a first interview, I believe, should be represented on the application form, and in a skillful use of this the worker may observe how the applicant reacts to this one representation of the agency. Does the applicant acknowledge the newness he finds in the application form, or does he brush it aside? Does he treat the application form as though it were exactly what he wanted, or does he take it as a representation of the fact that the agency is different, at least in particulars, from what he expected? Can he bear the difference between the reality and what he imagined beforehand? Is he interested in seeing what other realities will be involved in getting a child from an agency? When the worker keeps oriented to the application during the application interview and to the other timely matters in subsequent interviews, his explanations are likely to be about these. Observations or questions which the worker has will be given to the

applicant along with the worker's explanations. Such a sharing of the worker's questions and interests takes the client a step beyond where he was when he had only his own view of the home study. He now has a new basis for thought and feeling and action. This new basis is a real rather than an imagined one, and any decision made on such a basis will be apt to be a real decision.

The Worker's Investigatory Role

We come now to the third aspect of the role of the worker in the homefinding process, namely, his investigatory interest. Some workers in placement agencies carry this interest to the extreme by investigating pretty much without the client's participation and others have, at times, denied all investigatory interest, losing sight of the essential values which both client and worker can find in investigation properly conducted and properly understood. Out of the interest in being therapists (which workers in agencies of all types shared for a period of years) there grew a certain disdain of investigation and as a result we failed to see what can take place from a personality standpoint through an investigatory process which one experiences and into which one puts one's self.

If one looks upon investigation as a process in which client and worker share responsibility—if one recognizes that the client who really wants to have a child is willing to go through a good deal in order to get it—then one will encourage the client to play his proper role in such a process. Most clients do not want to have their eligibility established for them; instead, they want to establish it themselves. Applicants do this to their own satisfaction when the worker does not take over this part of the process in its entirety but instead leaves a part for the client to do—or rather, makes his own activity dependent upon that of the client. It is quite possible, for example, for most persons to bring documentary evidence of financial eligibility. Verification, where this is necessary, must rest with the worker. However, the worker's very asking the client to play a part in the investigatory process implies that he thinks the client can play such a part. The client, then, is not left with the fear of many things going on about him, the nature of which he only vaguely understands, but instead, he can know step by step what is going to occur and what his part in it will be.

It is possible to look upon every homefinding process as a kind of experiment. As such the outcome can never be known in advance. In fact, it can never be known until reached. What is to go into

the experiment, however, can be known. The worker has a definite set of materials, so to speak, to put into this experiment—the application form, Board of Health requirements, references, etc. The worker's interest in members of the family, the necessity for a home visit, etc., will all play their part from the worker's standpoint. The client brings his own vivid desire for a child and perhaps hearsay understanding of how the agency operates. He brings also some fear of what he is going to meet with and some of his own ways of dealing with this fear. He hopes that something will happen—something to resolve uncertainty. He hopes, at times, that he will either be accepted or rejected on the spot. This is seldom possible. There is, however, a measure of definiteness in knowing what comes next and there is a satisfaction in knowing that one will play a part in what comes next.

One of the essential purposes of investigation in homefinding is to provide factual data which must be known by the agency. If as an investigator, however, the worker becomes concerned only with the collection of factual data, he loses all that is of dynamic value in the investigatory process. Investigation need not be a collection of facts about a person. It can be a succession of experiences with him. Investigation carried out on such a level presupposes a respect for and faith in the capacity of people to make important decisions. This is appropriate to the applicant who is seeking something which he desires, but at the same time is offering a service in return to the agency. Indeed, it is appropriate to any applicant, but if an added reason is needed one finds it in the field of homefinding.

Purpose of the Investigation

The homefinding investigation may be looked upon as having a dual purpose, namely, establishing eligibility from a factual standpoint and, from a subjective standpoint, determining the nature and quality of parental interest. How do these help the worker to determine whether or not an applicant will make a good foster-parent? Parents' accounts of how they have treated their own children, the relation of husband and wife to each other, the way they relate to their own parents and siblings—all have been used to arrive at, or perhaps one should say, to fortify judgments as to who will or will not make a good foster-parent. It is my belief, however, that in the last analysis this judgment must be made on an additional basis. For it is quite obvious that the same set of "facts" in the hands of one worker can lead to a judgment which is quite opposite to that which would be made by another worker. In other

words, the judgment is dependent upon the worker's interpretation of such data. This interpretation is always subtly influenced by the worker's subjective impressions, some of which are arrived at on a very different basis. I do not think that any worker should be harshly judged for this. For as I see it, such subjective impressions are inevitable.

Subjective judgment of capacity to be a good foster-parent is not to be frowned upon. Through hundreds of contacts with foster-parents involving thousands of minute impressions, it is possible for a worker to observe personal qualities that make for successful foster-parenthood, and whether consciously and frankly or otherwise, the worker will judge prospective foster-parents on the basis of such experience. Some may regard this as "unscientific," but I for one do not. For even in physical science this type of subjective judgment based upon experience often plays a prominent part. To point out that there is a risk in judgments made on this basis is only to point out that they are made by human beings.

The less experienced a worker is the less he can rely upon his own judgment and the more he must call upon such matters as objective eligibility or indications of how the client relates to the agency. And even the most experienced worker generally wants this type of substantiation of his judgment. One cannot always tell, however, from the way a person relates to the agency before he gets what he wants, how he will relate to it afterwards. Nor can one always tell from the way a prospective foster-parent relates to an agency made up of adults how he will relate to a child. It must be remembered, however, that this agency made up of adults will always be attached to a foster-child, it will be a part of the child, so to speak, and one can know something of very great importance about a prospective foster-parent from the way he relates to this "part" of the foster-child.

One of the most important centers of interest in the home study is that attribute of the prospective foster-parent which I have referred to as the quality of his parental interest. Foster-parents differ not only in personal characteristics such as humor, sincerity, sensitivity, etc., but also in intellectual and cultural interests, political and religious beliefs, methods of physical care, etc. Many of these characteristics, beliefs, etc., can be known during a home study. No isolated factor, however, will in itself make it possible for a worker to judge the quality of parental interest. Nor will a collection of separate attitudes. Quality of parental interest is one of those wholes which are more than the sum of the parts. As a

consequence it will not easily be detected by an inexperienced person, and because of its very nature it often defies description by the experienced one. The worker who is genuinely identified with the agency, as well as with its children, will ask himself, "Does this person manifest a quality of parental interest which I should like to see associated with our agency and its children?" His judgment will have in it a frank subjective element. It will be a responsible judgment, however. Insofar as it can be corroborated by objective information, other individual's judgments, etc., this will be done. But ultimately it will be the homefinder who must be the judge. He must trust himself, his identification and his agency's interest. In addition, he must set a stage in which the applicant can represent himself faithfully. This is most likely to occur when the investigatory nature of the homefinding process is frankly presented and when the client knows that his participation in the investigation is welcomed.

Balance in the Worker's Activity

I should like to cite a case example,* in which the three aspects of the role of the homefinder, which have been discussed in this paper, are manifest. The worker in this home study, I think, achieved a mature and disciplined balance in her positive approach to applicants who presented enough factors of a negative nature so that they might easily have been rejected by a less skilled worker. Throughout the process, of which she became a part the worker gave emphasis to her role as investigator. She was meticulous in her explanations with regard to matters on which she felt the client needed to be informed, and she observed carefully the client's reactions to the difference thus established. Both client and worker in this case manifested a willingness to accept whatever decision might come out of the homefinding process.

Mrs. S. is an attractive young woman of thirty-four, mother of three children, a boy of fifteen, a girl of thirteen, and a boy of ten. Her husband is a department store salesman. He is two years older than Mrs. S.

When Mrs. S. appeared for her first interview she was accompanied by an older woman who turned out to be her sister-in-law. Mrs. S. explained that they are very close friends. They do things together, go places together and since Mrs. S. was interested in applying for a foster-child she wanted her sister-in-law to be present at this experience. The worker saw both persons together and observed that Mrs. S. tended to let her sister-in-law talk for her. Mrs. S. expressed an interest in very young children and when the worker explained how our baby department functions with respect to applications, her sister-in-law felt that she should stick to her original request, which was for a child older than those placed by our baby department. Mrs. S. gave in to her sister-in-law's opinion and the worker was quite concerned about this. The worker observed, however, that after a time the sister-in-law did not project herself so actively into the discussion, "giving the im-

* The worker in this case was Mrs. Alice S. Lerman.

pression that she recognized it was Mrs. S. who was making application for a child." The worker recorded that she was interested in continuing with Mrs. S. because "she showed a tremendous amount of interest in caring for a child and spoke with a great deal of conviction of what she would be able to offer a foster-child." In discussing board rate, Mrs. S. spoke spontaneously and enthusiastically of the fact that she would like to give a child more than what the board rate permitted. The worker recognized the positive in this saying that there was a good deal we could not pay for—"certainly we could not pay for the care and attention foster-parents gave a child."

A good part of this interview was concerned with the application form which the worker showed to Mrs. S. and her sister-in-law. They read the questions on it aloud and gave some answers. Mrs. S. brought out the fact that her mother lives with her. She gave information, too, about Mr. S.'s employment. Mrs. S. asked whether she might take the application blank home, but the worker felt that she and Mrs. S. had not reached this stage as yet. The worker suggested that the application blank could be given after Mr. S. had a chance to speak with her, since he also might want some explanation regarding its content and the blank did require his signature, too. The worker explained what would be involved in making a study of the home including the necessary contacts with all the members of the family, the need for medical and social references, etc. The worker said that this would take time and Mrs. S. said she did not wish us to place a child with her quickly, since she felt this was a very important matter. She "was quite sure that since we had responsibility for caring for children we would be naturally hesitant about placing them in families we did not know better."

For the second interview Mr. and Mrs. S. came to the office together. Mr. S. was by far the more active participant. In this interview parental visits were discussed and Mr. S. said they had no desire to take a child away from its parents—they were ready to be foster-parents. He referred with great pride to his own children and then went on to speak of his desire for a boy. Since Mrs. S. had asked for a girl the worker took this up as a serious question. Mr. S. said he really felt it was important to follow his wife's desire. Perhaps he was selfish in asking for another boy, he said. Here he told how his own boys are growing away from him so fast that he thought it would be nice to have the experience of taking care of a little boy again. Even the youngest one now questions his knowledge of football and baseball. He likes "to roughhouse" with a boy but if he tried it with his own now they would remind him that they are no longer babies. In any case if his wife wanted a girl he could enjoy her company too.

The worker had the application blank on the desk and as Mr. S. looked at it he said we do not ask for personal information on it. The worker said that was correct—we asked for factual information on it in order to determine eligibility. Here Mr. S. told the worker that he had something important to tell her and she could use the information as she saw appropriate. He then spoke of the fact that they had applied once before to an out-of-town agency and that they were rejected. Mrs. S. could not bring herself to admit that in the first interview, but they talked it over and they wanted to do so now. Furthermore, there were some other matters which he thought the worker would want to know. One was that he was the client of a public relief agency some years ago, although the family has been self-sustaining for a good many years now. Another was the fact that he and his wife were married when they were kids (he was 19 and his wife 17). Early in their marriage they were separated. For the past twelve years, however, they have lived together in harmony. He appreciates his wife more than he ever did before and they are happy together.

Mrs. S. blushed painfully throughout this entire discussion. She thought it was because of their separation that they were rejected by the out-of-town agency and she asked whether that would mean a rejection here, too. The worker said that all of this was very important but she did not see it as necessarily affecting their application adversely—particularly if they were not having difficulty for the past twelve years. Mr. S. said "then you are not going to hold against me what happened when I was a kid and a darn fool." The worker said that was correct, but it did not mean we could say at this point that we were going to use their home. We would be willing, however, to continue with their application. Mr. S. said, and Mrs. S. confirmed this, that they could accept a frank rejection on any present basis, but they did not see why what happened when they were first married should be held against them now. Both were willing to continue with the study,

knowing that a decision for acceptance or rejection would be given to them frankly after other matters were followed through.

In this interview the worker took up with Mrs. S. the question she had as to whether Mrs. S. was eager to prove now that she could be a foster-parent. Mrs. S. spoke of how she would like to have a foster-child and go to the out-of-town agency to show them what good care she could give a youngster. When the worker gave evidence of her question about this, Mrs. S. said, "You wouldn't want a child to be dragged in that way. Maybe it would be enough satisfaction if I had a foster-child and could see myself how well I was taking care of him."

In the third interview Mrs. S. came again with her sister-in-law. This time the worker asked to see Mrs. S. alone. Mrs. S. showed a good deal of sensitive feeling and the worker said "Perhaps Mrs. S. thought I was going to tell her something she would find it hard to take." Mrs. S. said she did wonder whether she was going to be subjected to another rejection. She went on to say, however, that her experience with us convinced her more than ever that she would like to take care of a foster-child. She felt a certain restoration of her self-esteem, she said, and gave as an example the fact that she did not really feel the necessity to have her sister-in-law with her now. The worker was still not altogether convinced that Mrs. S. should be a foster-mother and noted this in her recording.

In the fourth contact, however, the worker felt very positively about the view of Mrs. S. which she had on seeing her with her own children. In this contact each of the three children showed how well prepared he was for the possible coming of a foster-child into the home.

Mrs. S. beamed when she asked whether the worker did not think they were very fine children. She began to speak of the differences among them, commenting on the articulateness of the youngest one. She spoke with great affection for him saying that ever since he was a baby he was a little ray of sunshine. She was just as pleased, however, with her daughter's shyness. Mrs. S. spoke most about the oldest boy, who she said is getting to be pretty big and is presenting the problems of an adolescent. She commented on the fact that she has to treat him differently from the way she does the other children, but she recognizes that he is confronted with problems which the other children so far have not had to face.

In the home visit which was the fifth contact of the home study, Mr. S. showed the worker the apartment with a great deal of pride. He commented that with each step in the home study they feel they are moving closer to a culmination and he therefore took up the question of what would occur if the family took a summer vacation out of town. He showed genuine interest in not requiring a foster-child to take on too much at one time, and leaving the city he thought might be too much. For this reason, he was very eager to have a child in the home, if possible, before the summer.

The grandmother was introduced to the worker in this interview and the worker got a sense of her participation in the life of the family. Mrs. S. told how when the grandmother bakes she tries particularly to please the youngest child. She was willing to share with the worker the fact that this child calls her his "junior mother" and the grandmother his "senior mother."

In this interview the worker discussed with the family the fact that there was still a need for a medical reference, delayed because of the family doctor's entrance into the Army. The worker said that whenever this reference was received we could consider the home available for use. Mrs. S. volunteered to get in touch with the new doctor by phone or perhaps to visit him that very night.

There are various aspects of this homefinding process which have not been given here. Perhaps what has been presented, however, can be taken as evidence of the worker's positive approach to an obviously difficult situation, as well as her acceptance of her role in explaining the agency's way of working and in carrying out the investigation. Conscious of the negative factors in this situation, the worker observes the applicant's reactions to the factors of difference which she herself puts into the situation and she finds these reactions positive. With

such an approach what was potentially a very likely rejection became a home which the agency found it possible to put to very good use.

It is my belief that the homefinding process, when carried out in this manner, leads not only to more homes but to better ones. Serious questions on the part of either applicant or agency are thrashed out during the home study. As a result of the worker's full explanations and the frank investigatory process, applicants who should become foster-parents, despite their own or the agency's doubts, do so. Those who should not be foster-parents, despite their own need for some new or different experience or the community's need for additional homes, do not. What starts as potential foster-parenthood is preserved and developed through the worker's recognition of creative parental interest in the applicant. When the worker's activities are of this nature, homefinding becomes what we want it to be, a cause to be appreciated by the individual, the agency and the community.

An agency's attitudes become known even very rapidly, in large communities. Publicity helps to make them known. More important than publicity, however, is the attitude of the agency as people experience it in actual contact with a worker. If this is positive experience, people will share it, and by sharing it they help make it community experience. Foster-parenthood is then looked upon as a creative project of the individual, of the agency and of the community. As such it commands attention, dignity and respect.

1944 Case Record Committee Activities

By now member agencies all over the country must be aware that regional activities for the assembling of the 1944 case record exhibit is under way. With an awareness of the pressures under which we are all laboring, every effort will be made to reduce to a minimum the steps which must be taken for this project.

The National Committee which met in Chicago on December 6, 1943, reviewed the experience of previous years and concluded that records are wanted which will demonstrate methods of recording as well as case work processes.

With reference to methods of recording the committee stated that:

Agencies have been experimenting with "short-cut" methods of recording, some using chronological and others, summary recording. The effectiveness of these "short-cuts" might be illustrated through case records. There was a question as to whether these "short-cuts" had resulted in lowering of standards. All felt that agencies submitting their "short-cut" records should feel that we are interested in change as a phase of growth, and that we are all

facing a re-evaluation of standards. In addition to "short-cut" methods, we are interested in the various other methods of recording that are developing as practices in agencies.

With reference to content, it was agreed that:

In the Child Welfare League membership, there are agencies with a variety of individual functions and some with merged functions. They represent agencies whose functions include: placement of children in institutions; placement of children in foster families; placement of children for adoption; supervision of children in their own homes; protective services to children; homemaker service to children and their families; day care in foster family homes, nurseries, and day care centers; guidance clinics, etc. In our record exhibit we would like to have records from these various types of care and service.

Then there are special areas within these diversified services from which interesting and instructive case material should be forthcoming. For example, some foster family care agencies have had carefully planned community-wide publicity campaigns, as a step in home finding. Other agencies are contemplating similar campaigns. There might be written foster home records which would indicate how the influx of applications coming through campaigns affected the handling of first interviews, and the subsequent studies.

The transfer of children from one service to another, such as from foster home to institution, and institution to foster home, was discussed. It was suggested that records be solicited indicating the preparation of children for such changes, as well as the reasons which motivated the transfer; also transfers between family to children's unit in merged agency.

In some instances where two agencies work cooperatively on a situation, it was felt that it would be helpful to have records showing the agency interrelationships, the division of responsibility, the joint thinking and planning.

There is also interest in records regarding discharge of children, showing the preparation and after-care service given.

In the adoption procedures, we are especially concerned about adopted fathers going into service, and the work done with the mother, who will have to carry the major responsibility for the family. (This would also be true in foster homes.) We are also interested in developments in the field of adoption, especially in records of agencies who have been giving children in adoption at an early age. Several members present had knowledge of recognized and acceptable agencies of good standards who had been placing "unattached" babies in "permanent" homes at the age of three months, and who through their recorded material on such situations could make available their procedures and experience. It would be helpful to have case records indicating on what basis the agency decided that the child's progress warranted the formulating of permanent plans.

In regard to day care services, there is a need for records which show counseling service, as well as case work with children during the period of care.

In relation to care for children of working mothers, it would be helpful to have records showing a relationship between a case work agency and industry in meeting a community need. The approach, the method, the process, and expediency in meeting the situation would be of value.

Records regarding youth services would be of great interest. Agencies are being asked to care for boys being discharged from the armed services because of their inability to adjust, and who are in need of further case work service.

We would like records indicating case work with children sixteen to eighteen years of age, who have dropped out of school, and obtained employment without developing any skills which would prepare them for future living.

We would also like records from both public and private agencies showing specialized services, such as services to the handicapped child.

There is a need for records of unmarried mothers. It would be interesting to have records of non-resident unmarried mothers, working relationships between agencies of different states. Agencies in larger communities are concerned about the number of non-resident unmarried mothers who come to the larger cities to escape the possible publicity in their own communities.

We are interested in records showing case work with the parent or guardian who can pay a service fee in addition to all other expenditures involved. The question was raised as to the attitude

of such parents to the agency, and the agency to the parent, and how it differed from that when the parent is unable to carry the financial responsibility.

It was suggested that records be solicited showing cooperative case work relationships between agencies, such as Child Guidance, Placement Agencies, Family Agencies, Public and Private Agencies. In some communities cooperative arrangements have been worked out between ADC and other community agencies who give supplementary service.

However, we are still interested, and have always been, in the day-to-day program of agencies, and records which illustrate this. It is hoped that this year, the records will be even more varied than heretofore. Complete and partial records are wanted.

While we are sure that member agencies will be hearing from their regional chairmen, we are listing the chairmen so that agencies can take the initiative if by any chance through an oversight they were not contacted.

1. ALABAMA, FLORIDA, GEORGIA, LOUISIANA
(Still to be announced)
2. INDIANA, MICHIGAN
MISS FRANCES FAILING, Child Welfare Consultant
Children's Division
Department of Public Welfare
141 S. Meridian Street
Indianapolis 14, Indiana
3. MARYLAND, WASHINGTON, D. C., VIRGINIA
MISS FLORENCE SILVERBLATT
Jewish Family and Children's Bureau
319 W. Monument Street
Baltimore 1, Maryland
4. MAINE, NEW HAMPSHIRE, VERMONT, MASSACHUSETTS, RHODE ISLAND, CONNECTICUT
MISS DOROTHY HOWERTON
The Church Home Society
41 Mt. Vernon Street
Boston 8, Massachusetts
5. ILLINOIS, MISSOURI
MRS. MYRTLE LEONARD, Assistant Agent
Board of Children's Guardians
Civil Courts Building
St. Louis, Missouri
Co-Chairman: MRS. MARGARET ESROCK
Acting Director
Sommers Children's Bureau
3636 Page Blvd.
St. Louis, Missouri
6. COLORADO, KANSAS, NEBRASKA, NORTH DAKOTA, OKLAHOMA, TEXAS
MISS BLANCHE H. WHITE, State Case Supervisor
Kansas Children's Home and Service League
1825 W. Maple Street
Wichita, Kansas
7. GREATER NEW YORK, WESTCHESTER, NEW JERSEY
MISS THELMA K. FLOWER, Casework Supervisor
Children's Aid and S.P.C.C.
241 Springfield Avenue
Newark, N. J.
8. ALBANY, SYRACUSE, BUFFALO, ELMIRA, NIAGARA FALLS, ROCHESTER (NEW YORK)
MISS ANNA K. BUELL, Supervisor
Hillside Children's Center
1183 Monroe Avenue
Rochester 7, N. Y.
9. OHIO, WEST VIRGINIA, KENTUCKY
MISS MAYBELLE BURNER
Children's Service Bureau
1001 Huron Road
Cleveland, Ohio

10. DELAWARE, PENNSYLVANIA
MISS ZELMA J. FELTON
Children's Aid Society of Montgomery County
17 West Airy Street
Norristown, Pennsylvania
11. NORTH CAROLINA, SOUTH CAROLINA, TENNESSEE
MRS. JOSEPHINE CANNON, Consultant
Child Welfare Division
State Department of Public Welfare
Columbia, G, South Carolina
12. CALIFORNIA, HAWAII
Miss Marion Primrock, Intake Supervisor
Children's Home Society of California
3100 W. Adams Boulevard
Los Angeles, California
13. WASHINGTON, OREGON
Mrs. Irene S. Piercey
The Boys' and Girls' Aid Society of Oregon
Studio Building
Portland 5, Oregon
14. IOWA, MINNESOTA, WISCONSIN
MISS LUCILE QUINLAN, Training Consultant
Bureau of Personnel, Child Welfare Unit
Division of Social Welfare
904 Globe Building
St. Paul 1, Minnesota

—(MRS.) MARY LAWRENCE
*National Chairman, Case Record Committee
Jewish Children's Bureau, 130 N. Wells Street,
Chicago 6, Illinois*

Problems of Service to Non-Resident Unmarried Mothers

(Continued from page 4)

be on a selective basis and all of the non-resident unmarried mothers needing service cannot possibly be accepted by them.

A study was made during the winter of 1942-43 for the purpose of ascertaining general practice with regard to non-resident unmarried mothers throughout the country. Ninety-four agencies responded from twenty-one cities in the United States.* The following general facts were revealed in the survey:

They described their services as being more adequate than was supposed possible within the limitations of our present settlement laws. While continued service was not given generally, some exploratory service is offered by the reporting agencies to determine the advisability of the girl's returning to her place of residence.

They exercise greater flexibility in working with non-resident unmarried mothers than with other non-residents.

They more readily accept non-residents who have legal settlement elsewhere in the state than those from out of state.

They are more likely to accept the girls who are able to meet their own expenses than those who are financially dependent. They do not generally deter-

*The detailed statistical material is part of the survey mentioned earlier as being distributed by the League office.

mine acceptance of applications on the basis of the mother's plan for her child.

They are autonomous in determining policies even if they are members of national organizations.

They are especially limited in their ability to serve Negroes and other minority groups, such as Mexicans, because of lack of all resources for them. This is also true of the venereally infected girl.

They are not experiencing an increase in applications as yet because of the war. (Study made in winter of 1942-43.)

It should be borne in mind that these returns came from cities with populations of 160,000 and over. Therefore, we have no information as to what is happening in the smaller communities and rural areas.

In order to improve service to the unmarried mother in general and to the non-resident unmarried mother in particular, the following suggestions are made:

1. An extension of services in local areas with widespread community interpretation which would include publicizing services available to unmarried mothers by the existing social agencies.
2. Reciprocal inter-agency and inter-state agreements.
3. Uniform legislation regarding settlement, protection and support of the child, establishment of paternity, birth registration and adoption.

Because we believe that it is wise to offer primary service to the unmarried mother in her place of legal settlement, we think that there must be casework services in each community which guarantee confidential handling of the situations presented. The caseworker should have available for use, either in her own community or through referral in other communities, those resources which are needed by her client. Such resources may consist of maternity homes, foster homes, medical and psychiatric services, and vocational guidance and training facilities. Although in some areas such resources are available, on the whole there is a great need for extension of all these services. This is particularly true with services to minority groups such as the Negro and the Mexican. Facilities are very meagre for serving the venereally infected woman who needs continued care and supervision to insure the future health of herself and child. There is a need in some sections of the country for additional maternity homes and shelters; there is also a need for the improvement of existing maternity home facilities. To meet adequately the needs of unmarried mothers, the programs of maternity homes should be sufficiently flexible to permit individual planning for each case. Such homes should not necessitate a specific length of stay nor should

they have fixed regulations regarding the nursing of the child.

It is not enough to have casework services available in local areas. There must be widespread interpretation to the community in general and to those persons in particular to whom pregnant women ordinarily turn for advice and planning. Judges, attorneys, physicians, nurses, teachers and clergymen, should have an understanding of the social and legal aspects of the problems of unmarried parenthood and adoption.

Even though there is a great need which can be met through the extension of services in local areas with a widespread program of interpretation, we must expect to find mothers who, because of their great need to escape, will refuse to accept care where they are well-known. Also there will be others who became pregnant in communities where they do not have residence and who intend to remain in those areas. For these two groups, who will continue to present the problem of non-residence regardless of the program of care offered in local communities, services must be available.

There should be facilities over the country which will accept girls who apply for casework service whatever that entails. If such facilities are not available, the mothers will continue to use questionable resources which they themselves find and which we know are available to them.

In order to offer an intelligent service within the framework of the existing legal limitations and available resources which vary with each state, casework service to non-resident unmarried mothers should be in the hands of skilled social workers. These workers should know the legal limitations of their own states and should have ready access to information regarding laws and resources in the state of the girl's legal residence. Such *knowledge* is ineffectual, however, unless procedures are set up to guarantee immediate and confidential handling of cases. Such procedures will have to be worked out on a reciprocal intra-state and inter-state basis.

With the development of Child Welfare Services fostered by the United States Children's Bureau through the various State Departments of Public Welfare, there has already been some recognition in some states of the responsibility which the Children's Division of the State Department of Public Welfare should take in correlating service to the unmarried mother and child. This is hopeful, and replies to our schedule suggest that further efforts might be directed toward a nation-wide service which would be centralized in the United States Chil-

dren's Bureau, with funds being made available to the states through special provisions of the Social Security Act. The State Department of Public Welfare could therefore develop and expand its work of correlating the service throughout the State. Under this arrangement our rural areas should be able to establish more acceptable health standards, medical and psychiatric service and boarding home care for mother and child either together or separately. They would also be able to provide funds for the care of the non-resident when indicated.

In thinking of a long-time planning program which would offer protection not only to the non-resident unmarried mother, but to the non-resident whatever the particular problem, we must work toward a *National Settlement Law*. The particular provisions of such a law are out of the scope of this paper but it is sufficient to say that the need itself and *not* the location of the person, would be the determinant for eligibility. Such legislation would be national in scope and support.

Legal provisions regarding support, establishment of paternity, birth registration, and adoption should protect the child born out of wedlock. State laws should provide adequate protection and support. They should provide for establishment of paternity without the necessity of bastardy action to obtain support; and should provide for birth certificates that do not reveal the facts surrounding the child's birth. When adoption takes place, provision should be made for a new birth certificate in the name of the adopting parents. Either by changes in the State laws or by reciprocal agreements, it should be possible to provide issuance of new birth certificates for those children who are born in one state and legally adopted in another. Uniform adoption legislation should be effected to provide protection for the child, for the natural parents, and for the adoptive parents.

NEWS FROM THE FIELD

MORE PUBLICITY ON HOMEFINDING CAMPAIGNS

WE ARE pleased to have available for circulation for the use of our member agencies another scrapbook of publicity and activities of a city-wide foster home finding campaign. This "War Homes for Children" campaign was launched last November under the auspices of the Welfare Federation of Cleveland.

The scrapbook should be of interest and help to other communities planning city-wide interpretation of placement and homefinding campaigning.

Maintaining Standards of Service

THE hardships that staff shortage works are many and varied. At times the working staff is subjected to unbearable pressures. Student training programs are handicapped, necessary evaluation of services go by the board, the services to clients are not as prompt and often not as skillful as they should be. How serious these and other results are, must in the end be measured by the ultimate criterion. How well is the client served? This is not easy to measure by a profession so young that it is still defining what is a trained worker, what is its purpose, still establishing what are good practices. It is not easy to measure in a service that finds it has inadequately interpreted and publicized the significant part it is playing, and must continue to play in furthering the goals of our democracy. However, despite these signs and manifestations of youth, the field of social work is mature enough, so that however varied these standards, each agency is jealously protective of them. There is no complacent succumbing to the attitude, "This is an emergency and a let-down of standards is to be expected."

In a report bringing up to date some of the data in the study of "Salaries and Qualifications for Child Welfare Workers in 1941," this fact is revealed in answer to one of the questions. A summary of the findings of this brief inquiry is being prepared by the Department of Statistics of the Russell Sage Foundation, and it is expected that the results will appear in the February issue of the BULLETIN. Comments concerning the lowering of standards due to staff shortage were made as of November, 1943, by ninety-three agencies, eighty-two private and eleven public. Forty-nine of the private and eight of the public stated that they are being obliged to lower standards. Thirty-three of the private and three of the public reported that they have not been faced with this necessity. Several of them have not reached the standards that have been maintained by many of the forty-nine who have been forced to lower standards. What is most significant is the caution with which each of the reporting agencies has approached the problem of hiring less qualified people. The sober necessity has been faced with an awareness of the need for preserving quality of supervision and for instituting in-service training programs. Joint efforts with schools of social work have resulted in arrangements for training plans for staff members while on their jobs and for pre-arranged study leaves.

However serious the problem of staff shortage, however real the lowering of standards, an aware-

ness which results in immediate plans for continued study and for study leaves gives promise that this reduction of the qualifications of personnel is but a temporary measure. It is heartening, too, to record that instances of raised standards were also reported.

"Our agency has increased its standards as it has never had professionally trained personnel until this year."

"Standards are being raised rather than lowered, partly because the agency has had a considerable number of partly trained and untrained workers in the past."

"We have raised our standards in the past two years. Formerly we had caseworkers with only one year graduate training as well as those with two years. Now we have only one worker on our staff (seven caseworkers and one supervisor) who has only one year of graduate training."

"We have raised educational standards for institutional workers in charge of groups of children. For these positions we have secured trained teachers."

"Our agency has been endeavoring to set up standards commensurate with those of the Child Welfare League. In the last year we have employed a supervisor and have generally increased the standards of our agency so that we now have three graduate workers on the staff."

"Standards have not been lowered. We have the best staff we have ever had."

Some of the comments to the opposite effect speak for themselves:

"A district office was vacant fifteen months and another district (worked from the central office) vacant five months. In desperation I took on for central office a worker, college graduate, but without professional education. It did not work at all but I attribute that more to her own temperament, etc. than to lack of training."

"For the first time in twenty years I have been forced to take, as a case worker, a person who has not attended a school of social work."

"We have taken two college graduates with experience in public welfare. Both are attending a school of social work for one or two courses and are planning to work toward completion of their training. We have refrained from employing any untrained person who could not fulfill the requirements for admission to a school of social work."

"Our Board of Directors has approved the temporary policy of accepting workers with experience without training or training without experience who desire to go on to school for professional training, and to understand that this is a requirement if they are to continue employment with the agency."

"We have been accepting certain county welfare children's workers without the desired school background but with successful work records. They come with the definite understanding that they go back to school at the end of not more than a year's experience with us."

—H. L. G.

BOOK NOTES

Books in the League's Lending Library Reviewed in 1943.

- AN INTRODUCTION TO GROUP THERAPY, S. R. Slavson, The Commonwealth Fund, N. Y. 1943. \$2.00.
- CHILDREN'S CENTERS, edited by Rose H. Alschuler, Wm. Morrow & Co., N. Y. 1942. \$1.50.
- EDUCATION FOR THE PUBLIC SOCIAL SERVICES, AMERICAN ASSOCIATION OF SCHOOLS OF SOCIAL WORK, University of N. C. Press, Chapel Hill, 1942. \$3.00.
- IN QUEST OF FOSTER HOMES, Dorothy Hutchinson, Columbia University Press, N. Y. 1943. \$1.75.
- INFANT AND CHILD IN THE CULTURE OF TODAY, A. Gesell, M. D., and others, Harper & Bros. N. Y. 1943. \$4.00.
- LEARNING AND TEACHING IN THE PRACTICE OF SOCIAL WORK, Bertha C. Reynolds, Farrar & Rinehart, Inc., N. Y. 1942. \$2.50.

NOBODY'S CHILDREN, R. Kuszmaul, Houghton Mifflin Co., Boston, 1942. \$2.50.

OUR CHILDREN FACE WAR, A. W. M. Wolf, Houghton Mifflin Co., Boston. 1942. \$2.00.

PSYCHOTHERAPY WITH CHILDREN, Frederick H. Allen, M.D., W. W. Norton & Co., N. Y. 1942. \$3.50.

SEX GUIDANCE IN FAMILY LIFE EDUCATION, F. B. Strain, Mac-Millan Co., N. Y. 1942. \$2.25.

SOCIAL WORK, Helen L. Witmer, Farrar & Rinehart, Inc., N. Y. 1942. \$3.00.

THE SUBNORMAL ADOLESCENT GIRL, T. M. Abel and E. F. Kinder, Columbia University Press, N. Y. 1942. \$2.50.

WAR AND CHILDREN, Anna Freud and Dorothy T. Burlingham, Medical War Books, N. Y. 1942. \$3.50.

DAY NURSERY CARE AS A SOCIAL SERVICE: A discussion of current view-points with case material. Pamphlet, Pennsylvania School of Social Work, 1943. 85 pp. 60 cents.

This collection of six articles by graduates of the Pennsylvania School of Social Work, who have had close working contacts with day nurseries, should be read with interest and profit not only by day nursery workers but by all social case workers and all nursery school teachers alike.

Leaders responsible for a variety of programs of day care for children of working mothers accept in theory the belief that education, health care, and social service should go hand in hand in the setting up and functioning of such programs. But how, in practical terms, can such cooperation be worked out? This book opens up the subject frankly. The writers acknowledge and explore the difficulties involved and suggest solutions. They give careful descriptions of the cooperative functions in specific day nursery set-ups, and case histories of children and families affected by cooperative effort. The writers are, of course, social workers and therefore have primarily the social case worker's point of view, but they are all people who have a real understanding of the role of the teacher in a day nursery. They have all sought in their various relationships with day nurseries to resolve the difficulties involved in an agency where teachers and social workers work together for the good of the child.

In a day nursery who is to be the administrative head, social worker, teacher, or nurse? I think the writers agree that it probably doesn't matter to which of the three professions the head belongs if she is a good executive, and a wise and understanding person with breadth of vision. What does matter is that representatives of all three fields should be integral members of the day nursery staff, that the balance of function and authority should be carefully developed, and that complete understanding of each other's role and contribution should exist between the workers. With this, all of us interested in day care

would readily agree. To bring it about I, as one who is so fortunate as to have been trained and experienced as a social worker as well as a nursery school teacher, would suggest that the teachers do some actual case work under the social workers' guidance, and the social workers do some actual teaching under the teachers' guidance, in each case enough of it to really know what it is all about. In a good day nursery each is often trying to do a part of the work which the other believes belongs to her. They are both working to help the child; if either one functions exclusively in her own professional field the child will suffer. This the authors of the articles in this book appreciate from the social workers' point of view. I should like to see a comparable set of articles from the teachers' point of view.

The so-called "war nursery" or "child care center" is more nearly a day nursery than a nursery school in that it exists to serve only children of working mothers. Yet the present government program under the Lanham Act is sponsored largely by departments of education. With that fact in mind the publication of this book seems especially timely. I wish that all workers in day care centers could read it.

I would also recommend it to workers in nursery schools, especially in those of the "philanthropic" type. Although some of the problems in such nursery schools are different from those of a day nursery (notably intake policies) many are the same, and the on-going function of the case worker, as described in the book, is an essential service which should also be supplied in a nursery school if it is to do really good work in the community. Nursery school teachers as well as day nursery workers should be grateful for the publication of this book.

—ABIGAIL A. ELIOT

Director, Nursery Training School of Boston

FAMILY NUTRITION, Philadelphia Child Health Society, 1943. 119 pp., rev. 50 cents.

"Family Nutrition," which describes studies conducted by the Pennsylvania State College and the State Department of Health in Pennsylvania, was first published by the Philadelphia Child Health Society in April, 1942, but has been revised to include results of additional studies which broaden our understanding of food in relation to good nutrition.

The studies cover dietary history, medical history, medical examination, body build, and dental status of about 5,500 healthy individuals in offices, stores, factories, mines, homes, and schools. The physical conditions found were interpreted in the light of our

knowledge concerning the effect of various food factors on health. Having presented convincing evidence that people should no longer eat by guess nor take good nutrition for granted even though they have no feeling of being below par physically, the authors then give the requirements for good nutrition, both in terms of the nutrients and the lists of foods which are the richest sources of each nutrient. This information is supplemented with 28 pages of meal plans which meet the needs for good nutrition of various age groups. While no suggestions are given for adjusting these meals to racial, seasonal, or other individual needs, the statement is made that there is plenty of leeway within any dietary pattern in this country to permit such adjustments.

Also included are brief remarks about appetite and feeding problems and the relation of food to resistance, to weight reduction, and to low hemoglobin. In considering the problems involved when incomes are limited, the studies have given the authors confidence in stating that while there is a limit below which the food dollar cannot be made to provide adequate nourishment for good nutrition, given this minimum, education in food selection is a better insurance for an acceptable diet than a liberal food expenditure.

The key-note in "Family Nutrition" is that good nutrition is one of the most important aspects of national defense and every one interested in family welfare should consider it a part of his responsibility to acquire a better understanding of the means whereby it may be obtained. Through the publication of this pamphlet the authors hope to spread the new concept of nutritional well-being and thereby stimulate large numbers of men and women to consider their own physical condition in relation to food habits.

The book contains much of interest to case workers, teachers, nutritionists, nurses, and physicians, but it probably is of primary interest to nutritionists, nurses, and physicians who have enough background to adapt the information given to family situations, market conditions, various income levels, and other situations which call for individual consideration.

—LUCY H. GILLET

*Director, Nutrition Bureau Community Service Society,
New York, N. Y.*

Coming League Publication

A PRACTICAL outline for the health program of a day nursery by Alice T. Dashiell of the League's staff.